



with service-learning.

This study examines: 1) the amount of voice in service-learning projects; 2) during which phase(s) of the project that voice occurred; and 3) the relationship between students' characteristics (age, prior service-learning exposure, maturity as judged by teachers, community knowledge as judged by teachers), characteristics of the teachers (years of teaching, previous experience with service-learning, style of teaching, perceived level of trust of students), and characteristics of the school (location, size, grade level, type, amount of student voice in the school, emphasis on standards and adherence to set curriculum, amount of service-learning in the school). Implications of these findings for service-learning and teacher training, practical applications for K-12 classroom teachers, and areas for future research will be discussed.

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